



3 levels

B1+ B2 C1

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Cambridge Academic English

An integrated skills course for EAP

Martin Hewings, Craig Thaine

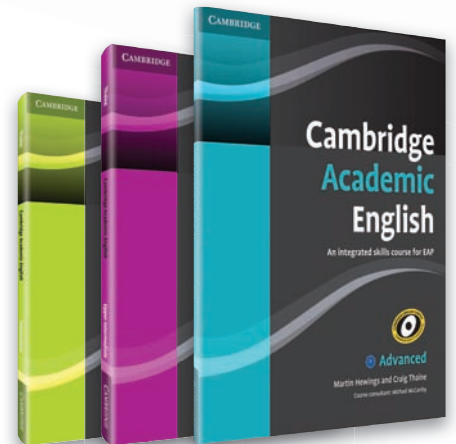
Course consultant: Michael McCarthy

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Designed specifically for students at university and on foundation courses, this integrated skills course develops academic language and critical thinking skills essential for successful university studies across disciplines.

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Extensive listening practice with full-length lectures and worksheets online.
Go to www.cambridge.org/elt/lectures

Lecture skills A

'Lecture skills' unit, based on real lectures from the University of Cambridge by renowned lecturers in their fields such as David Crystal

- Preparing for lectures**
- Lecturing styles
 - Revising basic information
- Listening**
- Understanding lecture aims
 - Understanding outlines
 - Identifying main and secondary points
 - Taking notes: annotating slides 1
- Language focus**
- Repetition and rephrasing
- Follow-up**
- Taking notes: annotating slides 2
 - Reviewing your notes

Preparing for lectures

1 Lecturing styles

1.1 **1-3** During your academic studies you will hear many different styles of lecturing. Watch three lecture extracts that illustrate a reading style, a conversational style, and an interactive style. What differences do you notice?



- 1.2 a In pairs, discuss the following questions.
- 1 Which style do you find easiest to understand, and why?
 - 2 Is there a style of lecturing that is common in your subject?

2 Revising basic information

Study tip A lecturer will assume that you already know certain information and build on this in the lecture. It is helpful to prepare for a lecture by making sure you understand key terms and concepts that your lecturer may use.

2.1 a You are going to watch extracts from a lecture given by Dr Maru Mormina with the title *The origins of human diversity*. Read the notes from a previous lecture on her course.

- DNA = material inside the core (= nucleus) of each cell in the body; it carries genetic information in genes (= sections of the DNA)
- genetic information controls the cell's chemistry → gives the body its characteristics & influences how the body works
- genetic variation = differences between individuals that are inherited (e.g. eye colour is inherited from parents)
- genome = total set of genetic information of a living thing (human, plant, etc.); located in chromosomes (in centre of cells; control what living thing is like)



Dr Maru Mormina is a Research Fellow at the Leverhulme Centre for Human Evolutionary Studies, within the Department of Biological Anthropology, Cambridge University.

b In pairs, take it in turns to explain the following key terms without looking back at the notes.
DNA genetic information genetic variation genome

38

'Study tip' sections help students to develop independent learning and group work skills

A wealth of charts, graphs, tables and practice opportunities to enhance real academic skills

8 Work and equality

- Reading**
- Understanding figures and tables
 - Scanning and taking notes
 - Understanding the significance of references
 - Vocabulary in context: avoiding repetition
- Listening and speaking**
- Taking part in tutorials and joining in discussions
 - Pronunciation: stress in compound nouns 1
- Writing**
- The structure and content of reports
 - Describing events in a time sequence
 - Cause and effect

Reading

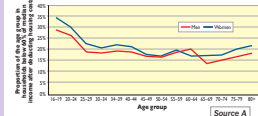
1 Understanding figures and tables

Although much of the information you read in your academic studies will be in the form of continuous text, some of it will be in other forms, such as tables, maps, formulae, and so on. It is important to develop skills in understanding these other sources of information.

1.1 Your group has been asked to prepare a presentation on the topic *Employment and inequality* in the UK. You have researched the topic and found four relevant sources online. For each source (A–D) answer the questions (1–4). In pairs, compare your answers.

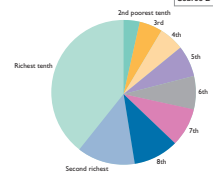
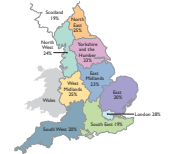
- 1 Is there any information above the figure/table (e.g. the source, other notes)?
- 2 Are there different colours in the figure? What do they indicate?
- 3 What information is given on the X and Y axes (of a graph) or in the row and column headings (of a table)?
- 4 What observations can you make that are of relevance to the topic of your presentation?

Men aged 60 to 64 are more likely to be in low income than men in any other age group between 25 and 80



Age group	Proportion not working	
	Men	Women
18 to 24	39%	42%
25 to 34	15%	29%
35 to 49	13%	24%
50 to retirement	28%	30%

The proportion of people in low income in the UK



Source: Households Below Average Income, DWP; the data is the difference in real incomes between 1997/98 and 2007/08; Great Britain, updated Aug 2009

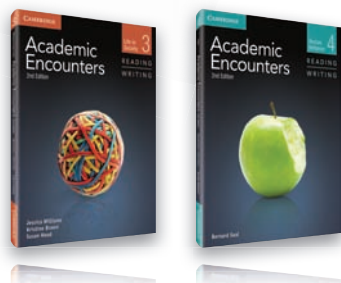
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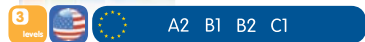
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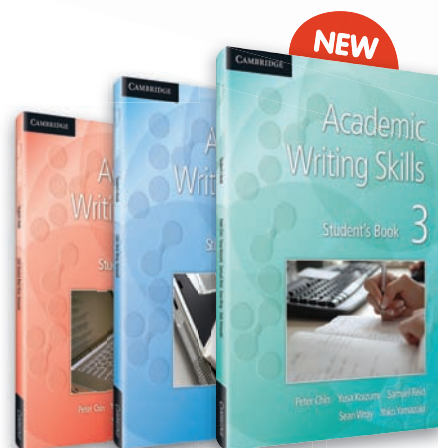
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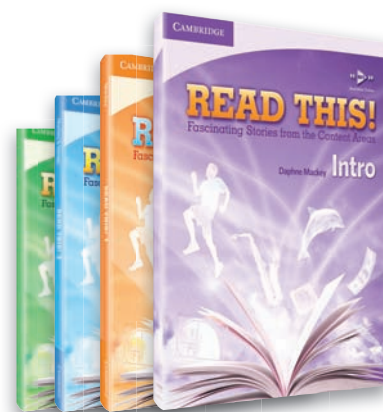
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 B1 B2 C1

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 B1 B2

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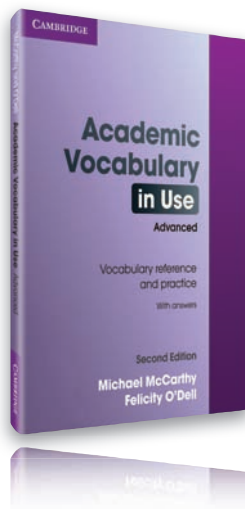
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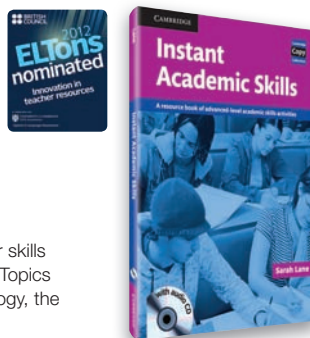
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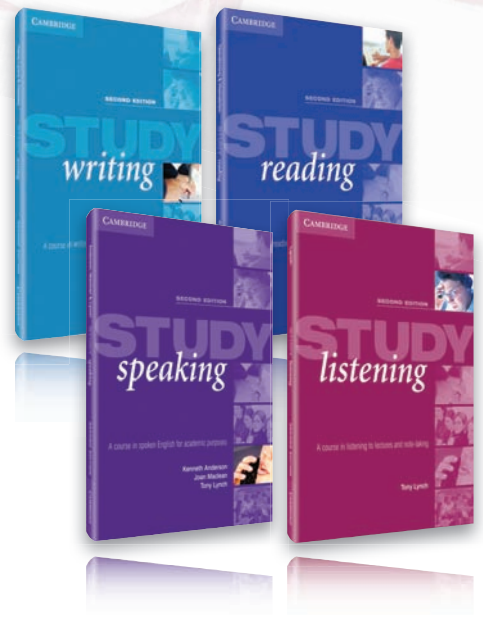
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